

KINDERGARTEN

Children as Citizens: An Introduction to Social Studies

Standard K-6: The student will demonstrate an understanding of different businesses in The community and the idea of work.

K-6.2 Summarize methods of obtaining goods and services. (E)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge: In previous indicators (K-6.1) students learned to classify several community businesses according to the goods and services they provide. They will expand this knowledge in first grade (1-6.1) as they explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain and to further explain methods for obtaining goods and services, including buying with money and bartering (1-6.2). In second grade (2-5.3) students will recognize that people's choices about what they buy will determine what goods and services are produced. Students enhance this knowledge in fourth grade (4-2.5) where they will summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas.

It is essential for students to know types of goods and services in their communities. Students should distinguish between goods and services provided for sale in local neighborhoods. Students should understand that when people buy goods and services, businesses can provide jobs for members of the community. Students should summarize different sources of businesses, jobs and income in their local community. Students should also understand the importance of money in buying goods and services.

It is not essential for students to know examples of goods and services beyond the local community level. Students do not need to understand the process of producing goods or services. They also do not need to know examples of goods or services that enter into international trade. Students do not need to know the primary functions of money other than as a means of exchange.

Assessment guidelines:

Appropriate assessment requires students to *summarize* methods of obtaining goods and services; therefore, the primary focus of assessment should be to *identify* examples of local providers of goods and services. However, appropriate assessments should also require students to *identify* jobs that may be associated with the production of certain goods and/or services; and *exemplify* the process of obtaining goods and using words, pictures, or diagrams.